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ABSTRACT

Selected for their influence on the field, their continued reference over the years, and the reputation of the authors, these 15 seminal papers are considered to be foundations in the field of instructional technology. Extending the purpose of the first volume to primary writings of the 70s, 80s, and early 90s, this work continues to document the history and conceptual growth of the field while offering a substantive grounding for its principles and procedures. The articles (including book excerpts) are arranged in four parts. Part 1, "Definition and Conceptual Background," includes: "The Proper Study of Instructional Technology" (Robert Heinich); "Situated Cognition and the Culture of Learning" (John Seely Brown, Allan Collins, Paul Duguid); "Objectivism Versus Constructivism: Do We Need a New Philosophical Paradigm?" (David H. Jonassen). Part 2, "Design and Development Functions," includes: "The Systematic Design of Instruction: Origins of Systematically Designed Instruction" (Walter Dick, Lou Carey); "In Search of a Better Way to Organize Instruction: The Elaboration Theory" (Charles M. Reigeluth); "Emerging Technologies, ISD, and Learning Environments: Critical Perspectives" (Michael J. Hannafin); "Levels of Use of the Innovation: A Framework for Analyzing Innovation Adoption" (Gene E. Hall, Susan F. Loucks, William L. Rutherford, Beulah W. Newlove); "Course Improvement Through Evaluation" (Lee J. Cronbach). Part 3, "Delivery Options," includes: "Reconsidering Research on Learning from Media" (Richard E. Clark); "Learning with Media" (Robert B. Kozma); "Who Needs Computers in Schools, and Why?" (David Hawkridge); "Displays and Communication" (Malcolm L. Fleming); "Development and Use of the ARCS Model of Motivational Design" (John M. Keller); "Distance Teaching and Industrial Production: A Comparative Interpretation in Outline" (Otto Peters). Part 4, "The Profession," includes: "Educational Technology--Adolescence to Adulthood" (Robert M. Morgan). New to this volume, bibliographic essays introduce each section of classic works with a brief explanation about their contributions to particular conceptual developments and an explanation of the significance of some omitted articles that are also important to the field. Bibliographic lists of numerous relevant works conclude each article. This book can be used by educators and students as a source of often difficult-to-find articles needed for educational technology courses, by information professionals as a reference, by scholars as a history of the field, and by practitioners as a support for

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descriptions of domains that make up the discipline. It can also serve as a source of documents that introduce ideas that have become the conceptual roots of educational technology. Includes the contents for volume 1 and an index. (AEF)

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